

## DETAILED LESSON PLAN OUTLINE

PROGRAMME: TRAINING FOR INSTRUCTORS

UNIT: 1 Introduction

SUGGESTED TIME: 1 1/2 hour

TRAINING AIDS NEEDED: Overhead projector, Workbooks, Flipcharts, Transparencies (3)

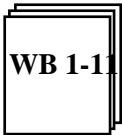
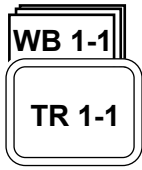
OBJECTIVE(S): Introduce the participants to the course, instructors and each other.

UNIT OVERVIEW:

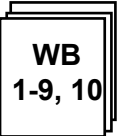
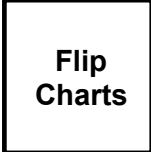
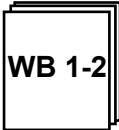
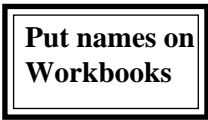
*Purpose:* To introduce the participants to the course, the other participants, the instructors and support staff, and the facility. They are provided with information about the schedule, their presentations and what they can expect from the course.

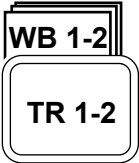

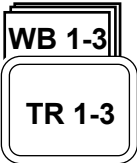
*General Guidance:* Urge the participants to organise their materials, especially if the materials were not completed before the course began. Lead them page by page through the Purpose and Objectives, the information about their presentations and the critiques. Work to make them feel at ease with the course and the materials.

*Cautions:* If possible, do not split this unit with an opening. Make good instructor introductions. Validate their credentials. Stay on schedule. The individual introductions can easily get out of hand. When getting the participants expectations, avoid making commentary or “teaching the course” at this point.

A/V AIDS	OUTLINE	NOTES
  	<p><b>1. Preliminary details (Before class begins)</b></p> <ul style="list-style-type: none"> <li>1.1 Greet participants and handout name tags as participants enter. Help them locate their place at the table.</li> <li>1.2 Collect their prework (Questionnaire).</li> <li>1.3 Ask them to fill out the registration form in their workbook and put their names on their table cards.</li> <li>1.4 Check the list of participants and staff and correct names.</li> </ul> <p><b>2. Course introductions</b></p> <ul style="list-style-type: none"> <li>2.1 Welcome participants - local official representative.</li> <li>2.2 Recognise assistance of agencies and others.</li> <li>2.3 Introduce self and Assistant</li> <li>2.4 Present Unit Objectives.</li> <li>2.5 Instructor and staff introductions. <ul style="list-style-type: none"> <li>Name, organisation, job &amp; personal. Set an example for participants by having the instructors introduce each other.</li> </ul> </li> <li>2.4 Participant introductions <ul style="list-style-type: none"> <li>• Collect 1/2 of participant name tags.</li> <li>• Have the other 1/2 of the participants draw one of the name tags and find the person to interview.</li> </ul> </li> </ul>	<p><i>Note: This may be done at a formal opening prior to the start of the class.</i></p>

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	<ul style="list-style-type: none"> <li>• Ask participants to meet for 5 minutes to learn about each other and prepare to make an introduction to the class.</li> <li>• Allow each participant 1 1/2 minutes to introduce their partner (Name, work, personal and interests).</li> </ul>	
FC 1-1	<b>3. Logistics</b> <ul style="list-style-type: none"> <li>• Phone calls.</li> <li>• Meals (times and options).</li> <li>• Paying bills.</li> <li>• Secretary office.</li> <li>• Facility.</li> <li>• What is available.</li> <li>• What to do in case of problems.</li> </ul>	These will vary with each course.
FC 1-2	<b>4. Ground rules</b> <ul style="list-style-type: none"> <li>• Attend all sessions.</li> <li>• Participate in all activities.</li> <li>• Be on time.</li> <li>• Do your best.</li> <li>• Respect instructors and other participants.</li> <li>• Work hard and have fun.</li> </ul>	
WB Back Cover	<b>5. Schedule</b> <p>Review the agenda.</p> <p>Note the times for their presentations, work time and free time.</p> <p>Advise the participants that the instructors will have a meeting time in the evening but will be available to assist the participants with their preparations.</p>	Emphasise the need for the group work time on Thurs. and Fri.
FC 1-3 WB 1-4, 5 WB 1-6, 7, 8	<b>6. Presentations</b> <p>6.1 Review the schedule of presentations with the participants and discuss their choice of topics. Strongly urge them to think small so they can make an effective presentation in the time allotted. The second presentation, a training presentation, is the most difficult to fit into the time allotted.</p> <p>6.2 Review the presentation evaluation forms. Emphasise that these are the criteria for evaluation.</p> <p>6.3 Explain the presentation evaluation procedures.</p> <ul style="list-style-type: none"> <li>• The group role is to act as participants and make no evaluation.</li> <li>• The individual will be asked to self evaluate.</li> <li>• The instructor will evaluate using the form.</li> <li>• The presentations will be video taped so that the participants can review themselves.</li> </ul> <p>6.4 Preparation</p> <ul style="list-style-type: none"> <li>• All necessary materials and equipment are available.</li> <li>• Advise that the instructors will be available to assist.</li> <li>• Note when there is preparation and practice time.</li> </ul>	Refer to pre-work

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<div data-bbox="236 331 352 465">  </div> <div data-bbox="220 584 371 734">  </div> <div data-bbox="244 1742 363 1870">  </div>	<p><b>7. Course evaluation</b>  Discuss the use of the daily critiques and their importance. Review the unit and final evaluation form and ask them to fill out the unit evaluations daily and the course evaluation at the end. Stress the importance of filling out the course evaluation. They are used to revise and improve the course.</p> <p><b>8. Participant expectations</b>  Interact with participants and write their responses on a flip chart. Avoid comment on participant inputs other than to recognise. Hold for the end of the course. Review the list to identify those that will be covered in this course and explain briefly those that will not be covered.  (May be covered in other courses in Disaster Management)</p> <p><b>9. Methodology</b>  The learning process is highly interactive. Participants are continually involved in the course through the sharing of ideas and knowledge.</p> <p>The objectives indicate acquiring knowledge and skills which will be evaluated with feedback, questions and answers, during and after each unit and at the end of the course. The material is presented in planned organised units of instruction. There is a lot of material to cover and the schedule requires starting on time.</p> <p>A "file" will be used by the instructors to defer items to a later point in the course.</p> <p>Attendance at all classes and participation in the exercises is required for course completion. The final certificate indicates the participant's achieving the objectives.</p> <p><b>10. Introduce Participant Workbook</b>  10.1 Review the organisation of the binder.  10.2 Stress the need to use the binder to TAKE NOTES - useful as a reference.  10.3 Ask participants to read the preface and performance objectives in the front of the workbook.</p> <p><b>11. Course Purpose</b>  "We believe that the materials we offer will be useful in your work with training. We have also found that they will be useful in your day-to-day jobs. We are not here to sell anything. We do have some ideas and techniques to present. Some</p>	<p>Use of "What worked" &amp; "Needs Improvement".</p> <p>NOTE THAT THIS IS NOT A COURSE IN DISASTER MANAGEMENT</p> <p>INTRODUCE Interactive methodology</p> <div data-bbox="1209 1496 1417 1615">  </div> <p><i>OK to read this paragraph.</i></p>

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<div data-bbox="229 521 368 683">  </div> <div data-bbox="242 808 363 940">  </div> <div data-bbox="242 1050 379 1211">  </div>	<p>material will be new to some of you. For some people, it will be a review. During this course you will have the opportunity to interact with the material, the instructors and each other. In fact, interaction is the key word and the focus of the methodology of this course.”</p> <div data-bbox="569 517 1072 779"> <p><b>PURPOSE:</b>  <b>To train individuals to develop, present and manage effective training programmes.</b></p> </div> <p><b>12. Course Performance Objectives</b>  Review the Performance Objectives noting the separation of individual and group presentations. Note that since this course and the methodology are performance oriented therefore their evaluation is based on their performance in the three presentations.</p> <p><b>13. Course Instructional Objectives</b>  Summarise the course objectives and relate them to the performance objectives.  Each unit will have it's own instructional objectives.</p> <div data-bbox="536 1261 1086 1644"> <p><b>OBJECTIVES:</b>  <b>Upon completion of this course you will be able to...</b></p> <ul style="list-style-type: none"> <li>• write performance and instructional objectives.</li> <li>• prepare lesson plans.</li> <li>• prepare and use audio-visual aids.</li> <li>• operate audio-visual equipment.</li> </ul> </div>	<p><b>EMPHASISE</b>  There are no surprises in this course. Success will be a joint effort of instructors and participants.</p>

A/V AIDS	OUTLINE	NOTES
<div data-bbox="245 349 384 461">TR 1-4</div> <div data-bbox="245 1216 384 1379"> <div data-bbox="245 1216 368 1272">WB 1-1</div> <div data-bbox="245 1272 384 1379">TR 1-1</div> </div>	<div data-bbox="560 349 1110 736"> <p><b>OBJECTIVES (cont.)</b></p> <ul style="list-style-type: none"> <li>• use various methods of instructional communication.</li> <li>• make presentations as an individual and as a member of a team.</li> <li>• manage a classroom learning environment.</li> <li>• test trainees for training effectiveness.</li> </ul> </div> <p><b>13. Comments</b></p> <ul style="list-style-type: none"> <li>• Importance of course to participants. <ul style="list-style-type: none"> <li>- All of us make presentations to someone. Communications and presentation skills will help us present and sell our ideas.</li> <li>- The emphasis is on having objectives, a plan and a method of evaluation. These skills will help with everything we do, personally and professionally.</li> <li>- Working in groups to achieve a common goal is a skill we all need.</li> </ul> </li> </ul> <p><b>14. Closure</b></p> <ul style="list-style-type: none"> <li>• Review the unit objectives</li> <li>• Ask for any comments or concerns, clarify and close unit. Review break arrangements.</li> </ul>	